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ABSTRACT

The chapters in this collection deal with a range of issues that surround the positive and negative aspects of assessment and distinguish assessment and evaluation. Educational organizations have become more and more dominated by the processes of assessment and evaluation in various guises such as teacher appraisal, accountability, and student testing. These discussions center on the British context, the functions of the Office of Standards in Education, and the work of the Task Group on Assessment and Testing (TGAT). The following chapters are included: (1) "Introduction" (Cedric Cullingford); (2) "Assessment and the Curriculum" (David Brady); (3) "Whatever Happened to TGAT?" (Paul Black); (4) "Teacher Appraisal: The Connection between Teaching Quality and Legislation" (Bob Butroyd); (5) "Culture and 'Subjectivity' in the Discourse of Assessment: A Case Study" (Peter Sanderson); (6) "Assessment, Evaluation and the Effective School" (Cedric Cullingford); (7) "How Primary Schools Deal with Assessment in the National Curriculum" (Val Woodings); (8) "Practical Assessment and Testing in a Secondary School" (Graham Herbert); (9) "Evaluation: Trinkets for the Natives or Cultural Change?" (David Hopkins, David Jackson, Mel West, and Ian Terrell); (10) "Profiling and Self-assessment: An Evaluation of Their Contribution to the Learning Process" (Ann-Marie Latham); (11) "Is Self-Assessment a Valid Concept?" (Ralph Tuck); (12) "Pierre Bourdieu and the Sociology of Assessment and Evaluation" (Lewis Owen); (13) "Social Sciences and Democracy" (Pierre Bourdieu); and (14) "Conclusion: The Personal Effects of Assessment" (Cedric Cullingford). Each chapter contains notes and references. (Contains 12 figures.) (SLD)

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